

ICT Skills in Years 7-10 Syllabuses

Subject	Stage	Further Info about Stage	Outcome Number	Outcome	Content or other syllabus requirement	Page Number
English	Stage 4		1	A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure	1.16 Students learn about: conventions associated with generic definitions of literary, film, television and other multimedia, information, everyday and workplace texts	p 20
English	Stage 4		1	A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure	1.8 Students learn to: graphically represent aspects of texts such as the storyline of a novel or film, the structure of a poem, the set of a play, and links in a webpage	p 20
English	Stage 4		3	A student responds to and composes texts in different technologies	3.1 Students learn to: use the features of information and communication technologies to compose a range of imaginative, critical and factual texts for television, the internet, radio, email and text messaging	p 22
English	Stage 4		3	A student responds to and composes texts in different technologies	3.10 Students learn about: technologies, software and their functions appropriate for particular tasks in English	p 22
English	Stage 4		3	A student responds to and composes texts in different technologies	3.11 Students learn about: etiquette and ethical behaviour associated with email and internet use	p 22
English	Stage 4		3	A student responds to and composes texts in different technologies	3.3 Students learn to: use the features of information and communication technologies, including word processing, importing and manipulating of graphics, and formatting to compose a variety of texts for different purposes and audiences	p 22
English	Stage 4		3	A student responds to and composes texts in different technologies	3.4 Students learn to: respond to interactive and simulation texts in print form and on computer to plan, design and investigate a situation	p 22
English	Stage 4		3	A student responds to and composes texts in different technologies	3.5 Students learn to: use the tools of word processing (including find and replace, word counts, insert page numbers and page breaks, spellcheck and thesaurus functions) for composing.	p 22

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Subject	Stage	Further Info about Stage	Outcome Number	Outcome	Content or other syllabus requirement	Page Number
English	Stage 4		3	A student responds to and composes texts in different technologies	3.6 Students learn about: the ways different modes work together to shape meaning in multimedia texts such as film, CD-ROM, websites and television	p 23
English	Stage 4		3	A student responds to and composes texts in different technologies	3.7 Students learn about: technical features of audio and visual recording, word processing, graphics and formatting used for composing texts	p 22
English	Stage 4		3	A student responds to and composes texts in different technologies	3.8 Students learn about: terminology associated with responding to and composing information and communication technology (ICT) texts	p 22
English	Stage 4		3	A student responds to and composes texts in different technologies	3.9 Students learn about: the forms, features and structures of interactive and simulation texts, multimedia texts and websites, including layout and design, and the nature and capacity for interaction	p 22
English	Stage 4		4	A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts	4.11 Students learn about: the interaction of different language modes and different media to create meaning in multimodal texts	p 23
English	Stage 4		6	A student draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts	6.2 Students learn to: compose a range of imaginative texts including narrative, poetry, instructions, scripts, advertisements and websites	p 25
English	Stage 4		6	A student draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts	6.8 Students learn about: the ways 'the real world' is represented in the imaginary worlds of texts including literature, film, media and multimedia texts	p 25
English	Stage 4		11	A student uses, reflects on and assesses individual and collaborative skills for learning	11.14 Students learn about: research techniques using books, indexes and the internet	p 30
English	Stage 5		3	A student selects, uses, describes and explains how different technologies affect and shape meaning	3.1 Students learn to: respond to and compose increasingly complex texts in different technologies considering the effects of the technology including layout and design on meaning	p 34

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Subject	Stage	Further Info about Stage	Outcome Number	Outcome	Content or other syllabus requirement	Page Number
English	Stage 5		3	A student selects, uses, describes and explains how different technologies affect and shape meaning	3.2 Students learn to: identify and critically evaluate the ways information, ideas and issues are shaped by and presented through technology	p 34
English	Stage 5		3	A student selects, uses, describes and explains how different technologies affect and shape meaning	3.3 Students learn to: use advanced word processing tools including formatting of references and bibliographies, formatting multiple page documents including weblinks, importing data from internet and manipulating images to compose and format texts for different purposes, audiences and contexts, including the workplace	p 34
English	Stage 5		3	A student selects, uses, describes and explains how different technologies affect and shape meaning	3.4 Students learn to: evaluate the impact on contemporary society of multimedia texts and information and communication technologies and speculate on future developments	p 34
English	Stage 5		3	A student selects, uses, describes and explains how different technologies affect and shape meaning	3.5 Students learn about: different techniques used to compose multimedia texts	p 34
English	Stage 5		3	A student selects, uses, describes and explains how different technologies affect and shape meaning	3.6 Students learn about: the ways in which modern technologies of communication are used to inform, persuade and entertain	p 34
English	Stage 5		3	A student selects, uses, describes and explains how different technologies affect and shape meaning	3.7 Students learn about: the ways in which modern technologies of communication are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences	p 34
English	Stage 5		3	A student selects, uses, describes and explains how different technologies affect and shape meaning	3.8 Students learn about: advanced tools and uses of information and communication technologies including references, bibliographies, formatting multiple page documents, weblinks, importing data from the internet and manipulating images	p 34

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English	Stage 5		3	A student selects, uses, describes and explains how different technologies affect and shape meaning	3.9 Students learn about: the nature, scope and ethical use of information and communication technologies in contemporary society	p 34
English	Stage 5		8	A student investigates the relationships between and among texts	8.11 Students learn about: the patterns of texts composed in different modes, media and multimedia	p 39
English	Stage 5		10	A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning	10.8 Students learn about: the effects of personal, social, historical and technological perspectives on language and communication	p 41
English	Stage 5		11	A student uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness	11.4 Students learn to: choose learning processes, resources and technologies appropriate for particular tasks and situations	p 42
Languages	Stage 4 - Modern and Classical Languages		4.MBC.2	A student demonstrates knowledge of key features of the culture of [LANGUAGE] speaking communities/anciant worlds	Students learn about - collecting and interpreting electronic information, with consideration of its ethical use, in order to identify and reflect on representations of culture	Syllabus section 7.5
Languages	Stage 4 - Modern and Classical Languages		4.MBC.2	A student demonstrates knowledge of key features of the culture of [LANGUAGE] speaking communities/anciant worlds	Students learn to - research and present information on [LANGUAGE]- speaking communities using a range of information and communication technologies, including CD-ROMs and the internet	Syllabus section 7.5
Languages	Stage 4 - Modern Languages only		4.UL.3	A student establishes and maintains communication in familiar situations	Students learn about - the use of information and communication technologies for communicative purposes	Syllabus section 7.5
Languages	Stage 4 - Modern Languages only		4.UL.4	A student applies a range of linguistic structures to express own ideas in writing	Students learn about - the use of information and communication technologies for communicative purposes	Syllabus section 7.5
Languages	Stage 4 - Modern Languages only		4.UL.3	A student establishes and maintains communication in familiar situations	Students learn to - produce original text using information and communication technologies	Syllabus section 7.5

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Languages	Stage 4 - Modern Languages only		4.UL.4	A student applies a range of linguistic structures to express own ideas in writing	Students learn to - produce original text using information and communication technologies	Syllabus section 7.5
Geography	Stage 4		4.1	A student identifies and gathers geographical information	Stage 4 requires students to develop and refine search techniques using the internet (suggested for 4G1)	pp 11, 25 26
Geography	Stage 4		4.2	A student organises and interprets geographical information	Stage 4 requires students to collect and interpret electronic information (suggested for 4G2)	pp 11, 25, 28
Geography	Stage 4		4.3	A student uses a range of written , oral, and graphic forms to communicate geographical information	Stage 4 requires students to create a desktop published document for a specific audience (suggested for 4G1)	pp 11, 25, 26
Geography	Stage 4		4.3	A student uses a range of written , oral, and graphic forms to communicate geographical information	Stage 4 requires students to design and create a multimedia presentation (suggested for 4G2)	pp 11, 25, 28
Geography	Stage 4		4.3	A student uses a range of written , oral, and graphic forms to communicate geographical information	Stage 4 requires students to practise ethical behaviour when using email and the internet (suggested for 4G3)	pp11, 25, 30
Geography	Stage 4		4.3	A student uses a range of written , oral, and graphic forms to communicate geographical information	Stage 4 requires students to use email for a specific geographical purpose (suggested for 4G3)	pp 11, 25 , 30
Geography	Stage 4		4.3	A student uses a range of written , oral, and graphic forms to communicate geographical information	Stage 4 requires students to use a range of digital images, maps, sound and other appropriate multimedia sources to develop a multimedia presentation or web page (suggested for 4G4)	pp 11, 25, 32
Geography	Stage 5		5.1	A student identifies, gathers and evaluates geographical information	Stage 5 requires students to import data from other ICT applications into student research findings (suggested for 5A2)	pp 11, 35, 38
Geography	Stage 5		5.2	A student analyses, organises and synthesises geographical information	Stage 5 requires students to design and create a simple database from student research (suggested for 5A2)	pp 11, 35, 38
Geography	Stage 5		5.2	A student analyses, organises and synthesises geographical information	Stage 5 requires students to access, collect and interpret electronic information (suggested for 5A4)	pp11, 35, 42
Geography	Stage 5		5.2	A student analyses, organises and synthesises geographical information	Stage 5 requires students to critically analyse a website, including the ethics of the site (suggested for 5A4)	pp 11, 35, 42

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Subject	Stage	Further Info about Stage	Outcome Number	Outcome	Content or other syllabus requirement	Page Number
Geography	Stage 5		5.3	A student selects and uses appropriate written, oral, and graphic forms to communicate geographical information	Stage 5 requires students to create a formatted, multiple paged document containing web links to communicate geographical information (suggested for 5A1)	pp 11, 35, 36
Geography	Stage 5		5.3	A student selects and uses appropriate written, oral, and graphic forms to communicate geographical information	Stage 5 requires students to design and create a multimedia presentation or web page to communicate geographical information to a particular audience, including maps and diagrams as appropriate (suggested for 5A3)	pp 11, 35, 40
History	Stage 4		4.8 and 4.10	A student locates, selects and organises relevant information from A number of sources, including ICT, to conduct basic historical research. A student selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past	In Stage 4 Mandatory, students will:demonstrate their skills in evaluating the usefulness of a website as an historical resource; build on already developed generic research skillsof accessing, collecting, retrieving and interpreting electronic information to the stage where they can use an image bank as a resource for historical research; demonstrate their ability to design and create a desktop-published document to communicate their understanding of history; practise ethical behaviour when using the internet	p 17
History	Stage 4		4.8	A student locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research	Topic 4. ICT skills appropriate for this topic may include: communicate effectively in an historical inquiry using appropriate ICT	p 29
History	Stage 4		4.8	A student locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research	Topic 2. ICT skills appropriate for this topic may include: use an image bank to gather relevant images for an historical inquiry	p 24
History	Stage 4		4.8	A student locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research	Topic 2. ICT skills appropriate for this topic may include: locate, select and organise information from a range of sources, including a website	p 24

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History	Stage 4		4.8	A student locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research	Topic 4. ICT skills appropriate for this topic may include: locate, select and organise information, including computer-based sources	p 29
History	Stage 4		4.1O	A student selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past	Topic 1. ICT skills appropriate for this topic may include: draw conclusions about the usefulness of sources for an historian, including a website	p 22
History	Stage 4		4.1O	A student selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past	Topic 2. ICT skills appropriate for this topic may include: communicate effectively about the past through a desktop published document	p 24
History	Stage 4		4.1O	A student selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past	Topic 3. ICT skills appropriate for this topic may include: choose appropriate software relevant for historical research	p 26
History	Stage 4		4.1O	A student selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past	Topic 3. ICT skills appropriate for this topic may include: practise ethical behaviour when using the internet during an historical inquiry	p 26
History	Stage 4		4.1O	A student selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past	Topic 3 identify origin, purpose and context of historical sources, including ICT sources	p 26
History	Stage 5		5.8 and 5.10	A student locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry. A student selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences	In Stage 5 History Mandatory, students will: continue to develop their skills in critically analysing a website and a range of historical texts including consideration of layout and design features; continue to develop skills in the collection and interpretation of electronic information for the purpose of historical enquiry; demonstrate their ability to create a formatted, multiple-paged document and to produce documents for particular audiences; practise ethical behaviour when using email or the internet; demonstrate their ability to select suitable hardware/software for a particular purpose.	p17

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History	Stage 5		5.8	A student locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry	Topic 1. ICT skills appropriate for this topic may include: comprehend and use historical sources, including a website locate, select and organise historical information from a variety of sources, including ICT	p 30
History	Stage 5		5.8	A student locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry	Topic 6. ICT skills appropriate for this topic may include: locate, select and organise historical information from relevant websites for the purpose of an historical investigation	p 40
History	Stage 5		5.10	A student selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences	Topic 2. ICT skills appropriate for this topic may include: identify, comprehend and use historical sources, including a database/website, as part of an historical enquiry	p 32
History	Stage 5		5.10	A student selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences	Topic 6. ICT skills appropriate for this topic may include: select appropriate computer-based applications, eg Publisher, PowerPoint, to communicate the results of an historical inquiry	p 40
History	Stage 5		5.10	A student locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry	Topic 7. ICT skills appropriate for this topic may include: use knowledge, understandings and relevant evidence to create an appropriate historical text, using ICT	p 42
History	Stage 5		5.8	A student locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry	Topic 7. ICT skills appropriate for this topic may include: use knowledge, understandings and relevant evidence to create an appropriate historical text, using ICT	p 42
History	Stage 5				Topic 4. ICT skills appropriate for this topic may include: create a formatted, multi-paged document as part of an historical inquiry	p 36
History	Stage 5				Topic 5. ICT skills appropriate for this topic may include: select suitable software to present a research task using ICT.	p 38



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Mathematics	Stage 4		DS4.1	A student constructs, reads and interprets graphs, tables, charts and statistical information	Students learn to interpret data displayed in a spreadsheet	p 114
Mathematics	Stage 4		DS4.2	A student collects statistical data using either a census or a sample, and analyses data using measures of location and range	Students learn about using spreadsheets to tabulate and graph data	p 115
Mathematics	Stage 4		DS4.2	A student collects statistical data using either a census or a sample, and analyses data using measures of location and range	Students learn to use spreadsheets, databases, statistics packages, or other technology, to analyse collected data, present graphical displays, and discuss ethical issues that may arise from the data	p 115
Mathematics	Stage 4		PAS4.3	A student uses the algebraic symbol system to simplify, expand and factorise simple algebraic expressions	Students learn to interpret statements involving algebraic symbols in other contexts eg creating and formatting spreadsheets	p 85
Mathematics	Stage 4		PAS4.5	A student graphs and interprets linear relationships on the number plane	Students learn to use a graphics calculator and spreadsheet software to graph and compare a range of linear relationships	p 96
Mathematics	Stage 4		SGS4.2	A student identifies and names angles formed by the intersection of straight lines, including those related to transversals on sets of parallel lines, and makes use of the relationships between them	Students learn to use dynamic geometry software to investigate angle relationships	p 153
Mathematics	Stage 4		SGS4.3	A student classifies, constructs, and determines the properties of triangles and quadrilaterals	Students learn to use dynamic geometry software to investigate the properties of geometrical figures	pp 154, 156
Mathematics	Stage 4		SGS4.4	A student identifies congruent and similar two-dimensional figures stating the relevant conditions	Students learn to use dynamic geometry software to investigate the properties of geometrical figures	pp 154, 156
Mathematics	Stage 5		DS5.1.1	A student groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs	Students learn to use spreadsheets, databases, statistics packages, or other technology, to analyse collected data, present graphical displays, and discuss ethical issues that may arise from the data	p 116

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Mathematics	Stage 5		DS5.2.1	A student uses the interquartile range and standard deviation to analyse data	Students learn to use spreadsheets, databases, statistics packages, or other technology, to analyse collected data, present graphical displays, and discuss ethical issues that may arise from the data	p 116
Mathematics	Stage 5		NS5.1.2	A student solves consumer arithmetic problems involving earning and spending money	Students learn to compare employment conditions for different careers where information is gathered from a variety of mediums including the Internet eg employment rates, payment	p 70
Mathematics	Stage 5		NS5.1.2	A student solves consumer arithmetic problems involving earning and spending money	Students learn to interpret spreadsheets or tables when comparing simple interest and compound interest on an investment over various time periods	p 70
Mathematics	Stage 5		PAS5.1.2	A student determines the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations	Students learn to apply ethical considerations when using hardware and software	pp 97, 100
Mathematics	Stage 5		PAS5.2.3	A student uses formulae to find midpoint, distance and gradient and applies the gradient/intercept form to interpret and graph straight lines	Students learn to apply ethical considerations when using hardware and software	pp 97, 100
Mathematics	Stage 5		PAS5.1.2	A student determines the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations	Students learn to use a graphics calculator and spreadsheet software to graph, compare and describe a range of linear and simple non-linear relationships	pp 97, 101
Mathematics	Stage 5		PAS5.2.4	A student draws and interprets graphs including simple parabolas and hyperbolas	Students learn to use a graphics calculator and spreadsheet software to graph, compare and describe a range of linear and simple non-linear relationships	pp 97, 101
Mathematics	Stage 5		PAS5.2.2	A student solves linear and simple quadratic equations, solves linear inequalities and solves simultaneous equations using graphical and analytical methods	Students learn to write formulae for spreadsheets	pp 90

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Mathematics	Stage 5		PAS5.2.2	A student solves linear and simple quadratic equations, solves linear inequalities and solves simultaneous equations using graphical and analytical methods	Students learn to use a graphics calculator and spreadsheet software to plot pairs of lines and read off the point of intersection	pp91
Mathematics	Stage 5		PAS5.2.3	A student uses formulae to find midpoint, distance and gradient and applies the gradient/intercept form to interpret and graph straight lines	Students learn to use a graphics calculator and spreadsheet software to graph a variety of equations of straight lines, and compare and describe the similarities and differences between the lines	p 100
Mathematics	Stage 5		PAS5.2.5	A student draws and interprets graphs of physical phenomena	Students learn to use spreadsheets to generate examples of everyday graphs	p 105
Mathematics	Stage 5		PAS5.2.5	A student draws and interprets graphs of physical phenomena	Students learn to use technology such as data loggers to collect data for constant speeds and graph the data to compare and contrast graphs	pp105, 106
Mathematics	Stage 5		PAS5.3.5	A student analyses and describes graphs of physical phenomena	Students learn to use technology such as data loggers to collect data for constant speeds and graph the data to compare and contrast graphs	pp105, 106
Mathematics	Stage 5		PAS5.3.3	A student uses various standard forms of the equation of a straight line and graphs regions on the number plane	Students learn to apply ethical considerations when using hardware and software	p 102
Mathematics	Stage 5		PAS5.3.3	A student uses various standard forms of the equation of a straight line and graphs regions on the number plane	Students learn to use a graphics calculator and spreadsheet software to graph, compare and describe a range of linear relationships	p 102
Mathematics	Stage 5		PAS5.3.4	A student draws and interprets a variety of graphs including parabolas, cubic, exponentials and circles and applies coordinate geometry techniques to solve problems	Students learn to draw and compare graphs using a graphics calculator and/or a computer graphing package	p 103
Mathematics	Stage 5		PAS5.3.6	A student uses a variety of techniques to sketch a range of curves and describes the features of curves from the equation	Students learn to use a graphics calculator and spreadsheet software to graph, compare and describe a range of polynomials	p 107

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Mathematics	Stage 5		PAS5.3.7	A student recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems	Students learn to use a graphics calculator or software package to sketch polynomials of odd and even degree and investigate the relationship between the number of zeros and the degree of the polynomial	p 108
Mathematics	Stage 5		SGS5.2.2	A student develops and applies results for proving that triangles are congruent or similar	Students learn to use dynamic software to investigate the properties of geometrical figures	p 158
Mathematics	Stage 5		SGS5.3.1	A student constructs arguments to prove geometrical results	Students learn to use dynamic geometry software to investigate and test conjectures about geometrical figures	pp159, 160, 162
Mathematics	Stage 5		SGS5.3.2	A student determines properties of triangles and quadrilaterals using deductive reasoning	Students learn to use dynamic geometry software to investigate and test conjectures about geometrical figures	pp159, 160, 162
Mathematics	Stage 5		SGS5.3.3	A student constructs geometrical arguments using similarity tests for triangles	Students learn to use dynamic geometry software to investigate and test conjectures about geometrical figures	pp159, 160, 162
Music	Stage 4		4.6	A student experiments with different forms of technology in the composition process	Students learn to - explore forms of musical notation, including computer-based applications, as a method of recording their own musical ideas	p 24
PDHPE	Stage 4		4.8	A student describes how to access and assess health information, products and services	Students learn to analyse electronic and print sources of health information and describe specific cues that indicate their reliability and accuracy	p 29
PDHPE	Stage 5		5.5	A student composes, performs and appraises movement in a variety of challenging contexts	Students learn to enter performance data into a prepared spreadsheet template, format and analyse with consideration of ethical issues, eg use, interpretation and publication of data	p 36
PDHPE	Stage 5		5.6	A student analyses attitudes, behaviours and consequences related to health issues affecting young people	Students learn to use simulation software to make health decisions and solve problems relevant to young people, eg determining strategies that promote safe road use	p 38

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PDHPE	Stage 5		5.7	A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours	Students learn to identify a key issue for individual or group action. Raise awareness and gather support for the issue using ICT skills including a mailmerge	p 38
PDHPE	Stage 5		5.9	A student formulates goals and applies strategies to enhance participation in lifelong physical activity	Students learn to use the internet and other resources to locate information about opportunities for physical activity in the local area	p 40
Science	Stages 4 & 5		4.15	A student uses given criteria to gather first-hand data	Students learn to - 4/5.15 b) use independently a range of data collection strategies and technologies such as data loggers	p 41
Science	Stages 4 & 5		5.15	A student gathers first-hand data accurately	Students learn to - 4/5.15 b) use independently a range of data collection strategies and technologies such as data loggers	p 41
Science	Stages 4 & 5		4.16	A student accesses information from identified secondary sources	Students learn to - 4/5.16 a) use a range of sources, including databases, CD-ROMs and the internet, to access information	p 41
Science	Stages 4 & 5		5.16	A student accesses information from a wide variety of secondary sources	Students learn to - 4/5.16 a) use a range of sources, including databases, CD-ROMs and the internet, to access information	p 41
Science	Stages 4 & 5		4.17	A student evaluates the relevance of data and information	Students learn to - 4/5.17 d) organise data using a variety of methods including diagrams, tables, spreadsheets and databases	p 42
Science	Stages 4 & 5		5.17	A student explains trends, patterns and relationships in data and/or information from a variety of sources	Students learn to - 4/5.17 d) organise data using a variety of methods including diagrams, tables, spreadsheets and databases	p 42
Science	Stages 4 & 5		4.17	A student evaluates the relevance of data and information	Students learn to - 4/5.17 g) apply mathematical concepts and computer based technologies to assist analysis of data and information	p 42
Science	Stages 4 & 5		5.17	A student explains trends, patterns and relationships in data and/or information from a variety of sources	Students learn to - 4/5.17 g) apply mathematical concepts and computer based technologies to assist analysis of data and information	p 42

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Science	Stages 4 & 5		4.18	A student with guidance, presents information to an audience to achieve a particular purpose	Students learn to - 4/5.18 e) use drawings, diagrams, graphs, tables, databases, spreadsheets and flow charts to show relationships and present information clearly and/or succinctly	p 42
Science	Stages 4 & 5		5.18	A student selects and uses appropriate forms of communication to present information to an audience	Students learn to - 4/5.18 e) use drawings, diagrams, graphs, tables, databases, spreadsheets and flow charts to show relationships and present information clearly and/or succinctly	p 42
Technology (Mandatory)	Stage 4		4.2.1	A student generates and communicates creative design ideas and solutions	Students learn about communication methods including digital presentations	p 22
Technology (Mandatory)	Stage 4		4.2.1	A student generates and communicates creative design ideas and solutions	Students learn about using ICTs to plan, develop and document design projects	p 22
Technology (Mandatory)	Stage 4		4.2.1	A student generates and communicates creative design ideas and solutions	Students learn to compose a design folio for a specific audience in electronic format including features such as tabs, indents, headers and footers, margins and line and paragraph spacing and using appropriate layout and graphic design	p 22
Technology (Mandatory)	Stage 4		4.2.1	generates and communicates creative design ideas and solutions	Students learn to manipulate images with tools such as editing, resizing, grouping, aligning and positioning	p 22
Technology (Mandatory)	Stage 4		4.2.1	A student generates and communicates creative design ideas and solutions	Students learn to use ICTs to communicate information including saving a document in various file types and storage locations from within the application	p 22
Technology (Mandatory)	Stage 4		4.2.1	A student generates and communicates creative design ideas and solutions	Students learn to use word processing features including page numbering and page breaks, find and replace, word count, spell check and thesaurus, columns and sections, inserting text/ objects/ images	p 22

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Technology (Mandatory)	Stage 4		4.2.2	A student selects, analyses, presents and applies research and experimentation from a variety of sources	Students learn about research methods - searching techniques including use of the Internet	p 23
Technology (Mandatory)	Stage 4		4.2.2	A student selects, analyses, presents and applies research and experimentation from a variety of sources	Students learn to use the internet when researching	p 23
Technology (Mandatory)	Stage 4		4.3.2	A student demonstrates responsible and safe use of a range of tools, materials and techniques in each design project	Students learn to maintain tools and equipment including computer equipment	p 23
Technology (Mandatory)	Stage 4		4.4.1	A student explains the impact of innovation and emerging technologies on society and the environment	Students learn to explain the impact of innovations and emerging technologies on society and the environment including new ICTs	p 24
Technology (Mandatory)	Stage 4		4.6.2	identifies and explains ethical, social, environmental and sustainability considerations related to design projects	Students learn to demonstrate appropriate ethics and etiquette in relation to computer use such as general computer care, passwords, file security, network use, printing and shared resources	p 25
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Control technologies Students learn about: component categories for hardware, including input devices, processors and output devices	p 27
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Control technologies Students learn about: data types, formats and information as inputs of design and production	p 27
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Control technologies Students learn about: robots and other mechatronic devices, sensors, actuators such as motors, switches, lights programmable logic controllers (PLCs) and associated hardware	p 27
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Control technologies Students learn to: recognise, connect and use input and output devices to construct systems including sensors, switches, wiring, lights and motors for a design project	p 27

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Subject	Stage	Further Info about Stage	Outcome Number	Outcome	Content or other syllabus requirement	Page Number
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Control technologies Students learn to: select and use appropriate program development techniques and structures for an identified need	p 27
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Graphics Technologies Students learn to: use computer aided drawing (CAD) in the development of the design project	p 27
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Information Technologies Students learn about: range, suitability and use of data types including hypertext	p 31
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Information Technologies Students learn about: software including presentation, draw and paint, word processing, databases and spreadsheets	p 31
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Information Technologies Students learn about: the function, selection and correct use of a range input and output tools including - printer - scanner - storage devices	p 31
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Information Technologies Students learn about: the internet as a source of information	p 31
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Information Technologies Students learn to: select and use software for specific purposes in a design project	p 31
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Information Technologies Students learn to: select and correctly use the appropriate tools of information technology for a design project	p 31



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Subject	Stage	Further Info about Stage	Outcome Number	Outcome	Content or other syllabus requirement	Page Number
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Information Technologies Students learn to: select and use appropriate data types for particular purposes select and justify the use of correct file formats in a design project	p 31
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Media Technologies Students learn about: collecting information from primary and secondary sources including digitising sound, text, graphics	p 32
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Media Technologies Students learn about: processing techniques for combining and manipulating such as special effects, cropping, tweening, morphing	p 32
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Media Technologies Students learn about: range, suitability and use of data types in a range of media such as video, animation, audio	p 32
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Media Technologies Students learn about: software including desktop publishing, presentation, video editing, draw and paint, word processing, web design	p 32
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Media Technologies Students learn about: the function and correct use of a range of input and output tools used for - capturing images such as digital cameras, videos, scanners - storing - printing	p 32
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Media Technologies Students learn about: the internet as a source of information	p 32
Technology (Mandatory)	Stage 4	<b>For Outcome 4.3.1 Content from 6 out of the 14 possible technologies must be addressed</b>	4.3.1	A student applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	Media Technologies Students learn to: select and use techniques appropriate for the purposes of a design project	p 32

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Subject	Stage	Further Info about Stage	Outcome Number	Outcome	Content or other syllabus requirement	Page Number
Visual Arts	Stage 4		4.1	A student uses a range of strategies to explore different artmaking conventions and procedures to make artworks	2D/ 4D forms graphics-based programs to create and manipulate digitally generated images (including scanned images, digital camera, internet images, CD), video stills, animations and web page designs	p 25
Visual Arts	Stage 4		4.1	A student uses a range of strategies to explore different artmaking conventions and procedures to make artworks	2D/ 4D forms importing images (through scanning, internet, digital camera and CD) into graphics and word-processed documents	p 25
Visual Arts	Stage 4		4.6	A student selects different materials and techniques to make artworks	2D forms: graphics including computer generated and enhanced	p 16
Visual Arts	Stage 4		4.6	A student selects different materials and techniques to make artworks	2D forms: photo and digital media including wet photography and digital media (still)	p 16
Visual Arts	Stage 4		4.6	A student selects different materials and techniques to make artworks	4D forms digital animation	p 16